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ABSTRACT

Links between the humanities and careers in business are addressed in proceedings of a 1983 conference, which was attended by leaders from the corporate and academic worlds. Included are recommendations for action, excerpts from speeches, summaries of conference background papers, an annotated bibliography, the conference agenda, and a list of participants. Business leaders reaffirmed that employees educated in the humanities have writing and speaking skills, interpersonal abilities, and a historical perspective. One theme of the recommendations was that colleges need to maintain excellence in the humanities, as well as services and courses that help students begin successful careers. Another theme of the recommendations was that businesses should examine their hiring practices and should hire specialists only when particular expertise is essential. They should develop methods that incorporate the knowledge and perspective of the humanities throughout their operations. Recommendations for schools include the following concerns: teaching, curriculum development, research, career advising, liaison with local businesses, internships, and continuing education. Recommendations for business include the issues of hiring, training and placement, professional interchange, internships, and employee education. (SW)

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The Humanities and Careers in Business

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Proceedings of a Conference Sponsored by the Association of American Colleges and the National Endowment for the Humanities (Princeton, New Jersey, April 27-29, 1983)

The Association of American Colleges

The Association of American Colleges (AAC) is the only national organization whose sole concern is the encouragement, enhancement and support of liberal learning at all of the nation's colleges and universities. Its programs and activities focus on ensuring the quality, public understanding and accessibility of liberal learning. Founded in 1915, the Association has 575 member institutions. Membership is open to all postsecondary institutions, public and private, two-year and four-year, which are committed to liberal learning and have achieved at least candidate status towards full regional accreditation. Membership is open also to individual colleges and graduate and professional schools within universities, to state and regional systems, and to consortia of institutions of higher education.

The Association of American Colleges
1818 R Street, NW
Washington, DC 20009
(202) 387-3760

The National Endowment for the Humanities

The National Endowment for the Humanities (NEH) is an independent Federal grant-making agency created by Congress in 1965 to support scholarship, education, and public activity in the humanities. The humanities include such disciplines as foreign languages, literature, philosophy, history, and the history and criticism of the arts. Grants are made through five program divisions and two offices on the basis of a peer review process. Recent initiatives in education focus on the improvement of teaching the substance and methods of the humanities in elementary and secondary schools as well as in institutions of higher education, and on the restoration of high standards and coherence in undergraduate education in the humanities.

The National Endowment for the Humanities
Old Post Office
1100 Pennsylvania Avenue, NW
Washington, DC 20506
(202) 786-0438

THE HUMANITIES and careers in business

PREFACE

American business needs more managers educated in the humanities, but colleges and universities must do a better job of educating them. So concluded leaders from the corporate and academic worlds at an invitational conference on the humanities and careers in business, held on April 27-29, 1983 in Princeton, N.J. Sponsored by the Association of American Colleges (AAC) and the National Endowment for the Humanities (NEH), the conference engaged top executives from major businesses and presidents and deans from leading colleges and universities in intensive working sessions. The sixty participants agreed that the study of such subjects as languages, literature, history, philosophy, comparative religion, ethics, and the history, criticism and theory of the arts can provide knowledge and develop skills necessary for success in the business world. They also praised the perspective and personal fulfillment that can come from the study of the humanities.

This was a working conference, demanding the active involvement of all participants; executives and academics hammered out a series of recommendations for concrete action by students, faculty, administrators, and business leaders. The recommendations had two major themes:

Excellence in the humanities should be a top priority for colleges and universities. Faculty members should teach their courses without distortion and without faddish "relevance" to business. At the same time, academics must recognize that colleges should support the knowledge and skills developed through study of the humanities with a wide range of services and courses that will help students begin successful careers.

Businesses should examine their hiring practices so that support for the liberal arts is more than rhetoric from the executive suite. Companies should hire specialists only when particular expertise is essential. For the long run, businesses need to develop methods that incorporate the knowledge and perspective of the humanities throughout their operations.

This report includes the recommendations of the conference, as well as an outline of their development. Also included are excerpts from the keynote and closing speeches, summaries of the background papers prepared for the conference, an annotated bibliography of additional resources, the conference agenda, and a list of participants.

THE HUMANITIES *and careers in business*

CONFERENCE SUMMARY

There is a place—and a central place—for the humanities and liberal arts graduate in business. That's the good news. The bad news is that the good news is not better known.

AT&T Chairman Charles L. Brown opened the AAC/NEH conference with this good news about the connections between the humanities and careers in business. His audience included corporate officers, college presidents, campus recruiters, and career counselors, individuals who number among the most thoughtful leaders today in the business and academic worlds. Recognizing the influence these decisionmakers have in their own organizations and among their peers, AAC and NEH brought them together to create specific suggestions for cooperation between their two worlds and to spread the "good news" to students, employers, and the general public. Between Brown's keynote speech and the closing presentation by James L. Ferguson, chairman and chief executive of General Foods, participants developed their priorities for action.

With few exceptions, both educators and executives arrived believing that Brown's perceptions were accurate. Their convictions had grown not only from personal experiences but from their knowledge of recent studies that have demonstrated empirically the ties between the liberal arts and business. Participants realized that each sector will gain from reevaluating current policies toward the other. Business leaders reaffirmed that employees educated in the humanities have writing and speaking skills, interpersonal abilities, and a historical perspective that more technically-oriented graduates often lack. And educators strengthened their resolve to provide new career options for students, some of whom have viewed humanities study as a dead-end street.

Background papers contributed new information on the relationship between study of the humanities and success in the corporate world. For example, Joseph Pichler, president of the Dillon Companies, stressed that the humanities can develop creative and integrative thinking essential for successful

executives; he emphasized the importance of the humanities in applying a personal moral code to professional responsibilities. Participants also discussed Chase Manhattan Bank's success in hiring a diverse group of college graduates and training them for a range of positions within the bank. Chase discovered that more than 60 percent of the most successful managers in one department had only BA degrees, the majority of them in liberal arts subjects.

Brown's keynote address also added to the research on ties between humanities and business careers. He updated information presented in the influential 1980 study of AT&T employee progress, *Career Patterns: The Liberal Arts Major in Bell System Management*. That study revealed that humanities and social science majors, who were shown to have superior administrative skills and strong motivation for advancement, rose more rapidly in the AT&T managerial ranks than did business and engineering majors. Brown made public a new study of ten other organizations which confirms the original AT&T findings. Compared to technical graduates, humanities and social science majors have stronger verbal abilities, are more self-motivated, and show greater openness to change—important attributes, said Brown, in today's "high speed, high pressure, high tech world."

Speeches and panel discussions built upon themes introduced in the background papers. In one session, Ralph Z. Sorenson, chief executive officer of the Barry Wright Corporation, and Judd H. Alexander, executive vice president of the James River Corporation, stressed the value for businesses and the larger society in hiring liberally educated professionals. These individuals have the capacity to educate themselves, the imagination to cope with the unknown, and the perspective to see beyond the short-term demands of the marketplace. Sorenson and Alexander challenged their fellow executives to act on their beliefs about the benefits of the humanities through changes in hiring policies.

Other panelists, however, reminded participants of countervailing forces. For example, Wayne Wallace, director of liberal arts placement at Indiana University, noted that surveys of on-campus recruiting which emphasize the success of technical majors get wide press coverage, unnecessarily discouraging humanities students. The image of English majors driving taxis is a common one, leading students and parents to believe that the humanities are impractical and irrelevant. Several participants called for wider dissemination of research that shows positive correlation between study of the humanities and long-term career satisfaction.

Harvard historian Ernest R. May contended that effective applications of history can strengthen policy decisions. People frequently reason by analogy, but without substantial historical perspective their analogies are often weak or even erroneous. May provided examples from his course, "Uses of History in Public Policy," which he and Richard Neustadt developed under a NEH grant. May presented comparisons between Munich and Korea, the *Pueblo* and the *Mayaguez* incidents, and Vietnam and Central America. He also demonstrated that a thorough understanding of the historical context of public events is necessary to analyze their meaning, using as examples the development of Social Security, minority advancement to leadership roles, and the problems of sexual stereotyping.

William Bennett, chairman of NEH, emphasized that the strength of the humanities is more than the development of skills. "The humanities teach students to understand civilization . . . to distinguish between right and wrong, . . . the noble and the base, and to know when a person is speaking rot," said Bennett. Richard Ekman, director of NEH's education programs division, explained why NEH had approached AAC for assistance in organizing this conference. Both Ekman and Bennett were concerned that a growing number of students and employers perceived the humanities as in-

appropriate preparation for careers outside the scholarly world—despite evidence to the contrary. At the same time Ekman cautioned faculty and students against trivializing the ties between the humanities and business; he cited colleges offering courses in the humanities and business in which the sole humanistic content was fiction with businessmen as protagonists.

The heart of the conference was a series of small working sessions in which executives and academics faced the tough task of creating workable recommendations to their colleagues. In sometimes heated discussions, participants drew upon the background papers, the panel discussions, and their personal and professional experiences in setting priorities for action. Clarence C. Walton, Charles Lamont Post Distinguished Professor of Ethics and the Professions at The American College, refined their suggestions, consolidating them into a single set of recommendations. In his presentation, Walton put the issue of humanities and business careers in a larger perspective. He traced the historical reasons for divisions between the two sectors; he reminded participants that the need for cooperation between business and the humanities was not just jobs for young people but, more importantly, a national need for business and civic leaders with the knowledge and perspective developed through serious study of the humanities.

Walton reflected concerns of the participants that stereotypes of the fuzzy-headed intellectual and the profit-mongering business executive are not yet dead among their colleagues. Humanists' ignorance of business functions or failure to understand the central role of the corporation in contemporary society creates antipathy toward business methods and goals. Similarly, business leaders often concentrate so narrowly on applicants who can speak the language of business that they fail to consider other graduates with skills and knowledge developed through humanities study.

Walton identified a series of traps that hinder both academics and business representatives; while the details may be different in each sector, the problems are common to both. For example, the self-interest of departments fosters narrow thinking and conflicts within business and academic organizations. The principal trap, however, for both colleges and corporations is a fixation on short-term goals. In education this orientation is reflected in a curriculum that is overly attentive to students' immediate vocational concerns, losing sight of substantive intellectual values. Business attention to quarterly profits has diminished the ability to create strategies that may not have immediate payoffs but do have significant long-term value.

James Ferguson concluded the conference by reminding participants that overspecialization, whether in humanities or business, does not provide future managers with the necessary "flexibility, inventiveness, judgment, and capacity to deal with changes and with other people." At the same time he emphasized that "business can be made more humane, with the infusion into its ranks of more people educated in the humanities. And the leaders of the academic world—who quite often are the ones who draw up the social agenda of the nation—can be more effective in fostering these concepts if they understand the techniques of modern management and the realities of the marketplace."

Hailed as a success by participants, sponsors, and the press, the conference created a coalition of business and college representatives committed to strengthening ties between the humanities and business. Action to achieve the recommendations that follow is the best way to realize the "good news" brought by Charles Brown.

THE HUMANITIES *and careers in business*

CONFERENCE RECOMMENDATIONS

The objective of the Conference on The Humanities and Careers in Business was the development of recommendations for action, directed toward students, faculty, college and university administrators, and business executives. Intensive discussions throughout the meeting produced many strategies for change, which were drawn together by Clarence C. Walton of The American College. His analysis, presented on the last day of the conference, is the basis of the recommendations which follow.

Participants from business and higher education held several beliefs in common:

- In a rapidly changing world, the vitality of American business depends upon the quality of its leaders; that quality is determined in large part by the quality of the education they receive.
- Leaders in business (along with leaders in other segments of our society) need the knowledge and skills associated with study of the humanities.
- Individuals educated in the humanities, while at a disadvantage at the job entry level, often move along a fast track once they become employed.
- The primary importance of the humanities is their inherent value as disciplines which illuminate the human condition. The humanities should *not be reduced merely to job training courses*, although study of the humanities does contribute significantly to career success.

Two broad recommendations emerged from the conference:

Excellence in the humanities should be a top priority for colleges and universities. Faculty members should teach their courses without distortion and without faddish "relevance" to business. At the same time, academics must recognize that colleges should support the knowledge and skills developed through humanities study with a wide range of services and courses that will help students begin successful careers.

Businesses should examine their hiring practices so that support for the liberal arts is more than rhetoric from the executive suite. Companies should hire specialists only when particular expertise is essential. For the long run, businesses need to develop methods to bring the knowledge and perspective of the humanities throughout their operations.

Achieving these goals will require many specific actions by students, faculty, administrators, and business executives. Participants devised a number of suggestions for immediate and long-term changes; some ideas were held more strongly by certain individuals than others. All participants, however, agreed that these two major goals are vital for the humanities, for businesses, and for society at large.

THE HUMANITIES AND

RECOMMENDATIONS TO THE ACADEMIC COMMUNITY

1. Teaching in the humanities

Faculty members should recognize that good teaching in the humanities is more than the training of apprentice scholars. Both introductory and advanced courses should give attention to knowledge and skills that have multiple purposes, including potential use in careers:

- critical thinking
- effective writing and speaking
- analysis
- research techniques
- knowledge of Western civilization
- understanding of other cultures
- knowledge of a foreign language
- ethical and moral decisionmaking

2. Advice to students

Students should recognize that humanities study will contribute to their futures as citizens, family members, and individuals. At the same time, the skills and knowledge developed by the humanities have long-term value for the world of work. Students considering business careers should supplement their study of the humanities with courses in management, finance, accounting, statistics, and computer science to increase their attractiveness to future employers. Internships and other work experience also indicate the ability to apply educational skills and knowledge to careers.

3. Curriculum development

The powerful role of the modern corporation in American society can be illuminated by the methods and content of the humanities. Such courses could include an examination of businesses, labor unions, and the professions as important institutions in our times; or a study of management and leadership, drawing on such material as Plato's *Republic*, Machiavelli's *The Prince*, Thomas Aquinas on governance, and works by Max Weber, Henry Taylor, and Henri Fayol.

4. Research

Both colleges and businesses should examine the connections between educational backgrounds and career paths of successful employees to provide further empirical evidence of the connection between the humanities and business.

5. Evaluation

More effective measurement of the skills and knowledge resulting from study of the humanities will help students demonstrate the abilities they bring to the job.

6. Career advising

Colleges and universities should place priority on high quality professional services to humanities students throughout their academic careers. Career planning workshops, materials, and advising should emphasize the skills and knowledge developed through humanities study; faculty advising should provide current information on opportunities for humanities students; alumni and interested business executives should be involved in seminars, counseling, and consultation with students and faculty in the humanities.

7. Liaison with local businesses

College faculty and administrators should establish working relationships with leaders in the local business community, and involve executives on advisory boards, as consultants to students, and in courses and seminars.

8. Internships

Both faculty and students should consider placements in business settings to learn about day-to-day operations, to apply humanities knowledge and skills, and to educate their colleagues and fellow students about the relationships between humanities and business.

9. Continuing education

Just as future workers need humanities study, many current employees would benefit from experiences with the humanities. Colleges and universities should strengthen the humanities components of their educational programs for working adults.

CAREERS IN BUSINESS

RECOMMENDATIONS TO THE BUSINESS COMMUNITY

1. Hiring policies

Businesses should analyze entry level positions in functional terms rather than hiring new employees solely on the basis of major field or other formal credentials; many positions require general skills possessed by humanities students as well as business or other majors. Studies from a number of industries demonstrate that individuals with broad backgrounds often make the most successful employees over the long run.

2. Training and placement

Businesses should consider adapting models from a number of corporations of management training programs for humanities and liberal arts graduates. Such programs provide specific technical skills to help these generalists become valuable contributors to their companies.

3. Professional interchange

Businesses should encourage active exchange between executives and academics through professors-in-residence in corporations and executives-in-residence on college campuses. Humanities faculty should be enlisted as corporate consultants and advisors and executives engaged as lecturers, seminar leaders, and advisory board members on campus. Informal meetings between humanities faculty and business executives can strengthen cooperative ties.

4. Internships

Businesses should extend internship and work experiences to humanities students and faculty to provide better understanding of the corporate world.

5. Career advising

Business executives whose own careers blend the humanities with professional expertise should share their experiences with students through informal advising and other campus programs.

6. Employee education

Current employees can benefit from study in the humanities. Businesses should encourage career and life planning for all employees and, as a critical part of that effort, offer educational opportunities that emphasize the humanities. Continuing education at the workplace and tuition reimbursement plans for courses taken elsewhere should not be so narrowly defined as to exclude career development through study of the humanities.

7. Financial support

Businesses should allocate resources for cooperative projects that connect humanities study with business careers. Such support could underwrite career exploration seminars, curriculum development, internships and professional exchanges, and employee education.

Action on these recommendations will produce significant and positive changes in colleges, in businesses, and in the larger society. Companies need good professionals who are also good citizens and well-rounded human beings; the humanities contribute skills and knowledge that are valuable for careers, for public life, and for personal satisfaction. An investment in the humanities is an investment in the long-term strength of our society.

THE HUMANITIES AND CAREERS IN BUSINESS

SELECTIONS

From the Keynote Address by
Charles L. Brown
Chairman of the Board
American Telephone and Telegraph

We need to adapt the central or core curricula of our schools to provide students a better grounding in math and science so that they may become more literate in technology, wherever their careers may lie. I don't mean that students should narrow their focus to vocational ends. Indeed, I mean quite the opposite. There is, in fact a growing opinion that it is the specialist who is most threatened and more likely to be found obsolete in an increasingly technological and changing society.

My own experience has shown that it is the conceptual issues and problems in business—the humanistic concerns, if you will—that are the most difficult to deal with and the most crucial to resolve.

And so there *is* a place—and a central place—for the humanities and liberal arts graduate in business. That's the good news. The bad news is that the good news is not better known.

From the Closing Address by
James L. Ferguson
Chairman and Chief Executive
General Foods Corporation

The movement to make higher education more relevant began a century or more ago. And there was good reason, in a world transformed by the Industrial Revolution. Reformers championed more choice in selecting courses, and the inclusion of sciences with humanities as part of a liberal education. But eventually the pendulum swung too far toward so-called "relevance" and specialization—to the point earlier in this century where Nicholas Murray Butler, president of Columbia, warned about the development of experts "who know more and more about less and less." Half a century ago, C. P. Snow and Alfred North Whitehead were expressing similar concerns. What's important is the extent to which their concerns have come true.

Over-specialization is contrary to the best interests of both business and students. In business, the problems that the middle or senior manager deals with often spill over into a number of different areas. Problems such as air pollution, or the effect on a local community of closing a plant. And ten years from now, there likely will be other problems that we cannot even anticipate today.

The Nature of the Humanities

Francis L. Broderick
Commonwealth Professor
University of Massachusetts at Boston

Broderick provides a working definition of the humanities as a starting point for those interested in clarifying relationships between the humanities and business. He contends that the study of the humanities produces individuals who understand the history and culture of modern societies, develop personal values and respect for the value systems of others, continue to learn throughout their lives, and exercise skill and care in communications, analysis, and dealings with others.

From Student to Banker—Observations from The Chase Bank

Stanley F. Burns
Vice President, Chase Manhattan Bank

This study details the experience of Chase Manhattan Bank in hiring a diverse group of college graduates and preparing them to be relationship managers. Trainees are screened for six mental abilities that correlate with success in this position: memory, learning speed, logical reasoning, divergent thinking, convergent thinking, and affinity for numbers. Approximately one-third of Chase trainees had majors in the humanities; over two-thirds had majors in liberal arts and sciences disciplines. Burns reports that success on the job has a negative correlation with education level. Sixty percent of the most successful managers held only BA degrees, while a similar percentage of the least successful managers had MBAs.

A Comparison of Educational Outcomes for Business and Humanities Majors

Nicholas J. Cavoti
Associate Professor of Psychology
Washington and Jefferson College

Using two assessment instruments developed by the American College Testing Program, Cavoti compares business and humanities majors in terms of the results of their college educations. He concludes that humanities study develops general skills of value in a wide range of careers, and that the humanities contribute relatively more than business curricula to the development of three critical skills—writing, speaking, and understanding written information. Further, while a humanities major is not a prerequisite for business success, study of humanities disciplines contributes to the development of cognitive skills, social skills, and work habits deemed indispensable in today's business environment.

Executive Values, Executive Functions, and the Humanities

Joseph A. Pichler
President, Dillon Companies, Inc.

Pichler illustrates the uses of the humanities in the workplace. For example, he identifies a successful executive as one who "creates profit opportunities that are moral and legal; evaluates and chooses those opportunities which, in combination, yield the highest long-run benefits to the firm; executes choices in collaboration with associates; and performs all of the above simultaneously." While business subjects provide the best understanding of such concepts as supply and distribution and applied price theory, executives should also study the humanities to develop creative and integrative thinking and to address the critical relationships between "a personal moral code and professional responsibilities." Pichler also suggests several interdisciplinary approaches to business study which include the humanities.

Developing Marketable Skills in the Humanities

Kenneth Eble
Professor of English, University of Utah

"What does business management need more than the sensitive recognition of what human beings are, how they are motivated, encouraged, energized, frustrated, intimidated, turned-off—in short, how they function with other human beings?"

"What is more important to these central facts of administration and management than the words which accompany acts that shape relationships, define terms, persuade others, and the like?"

These two questions shape Eble's inquiry into the relationships between the humanities and business careers. He provides specific illustrations of ways in which humanities study can develop key business skills. In several instances, he finds that humanists and business executives can meet on a mutually beneficial common ground.

What Are the Career Paths in Business of Humanities Graduates?

Carol Herrnstadt Shulman
Educational Consultant, Kensington, Maryland

Shulman summarizes information about career paths of humanities majors from a number of research studies. Her evidence leads to the warning that students should consider the differences between requirements for entry level positions in business and the more complex set of responsibilities found later in management careers.

Building Bridges: Cooperative Projects for Humanities and Business

Thomas B. Jones
Professor of Humanities, Metropolitan State University

Jones provides the historical context of attempts to reconcile the humanities with business careers. He then details a number of cooperative programs that seek to link the two areas; activities include faculty and student internships in business, executive-in-residence programs, new approaches to career advising, career development networks, curriculum innovations, and corporate training programs for liberal arts graduates. After discussing the effectiveness of such programs, he concludes with recommendations for new directions for colleges and businesses to take in the near future.

Copies of the background papers are available upon request from: The Office of National Affairs, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009, (202) 387-3760.

SELECTED BIBLIOGRAPHY

A growing number of research studies provide empirical evidence on the relationships between the liberal arts, including the humanities, and success in business careers. Robert E. Beck's *Career Patterns: The Liberal Arts Major in Bell System Management* (Washington: Association of American Colleges, 1981) reports longitudinal data over 20 years on AT&T employees, finding greatest success in management among humanities and social science majors. *College and Other Stepping Stones* by Ann Stouffer Bisconti (Bethlehem, PA: The CPC Foundation, 1980) studies the relationship over time of higher education to employment comparing graduates of the mid-sixties with those of the mid-seventies. Bisconti and Lewis C. Solmon, *College Education on the Job: The Graduates' Viewpoint* (Bethlehem, PA: The CPC Foundation, 1976) and other studies by Bisconti and by Solmon on education and employment are helpful.

Many colleges have traced the career paths of their graduates. Among those that have reported specifically on liberal arts graduates are Dickinson College, "The Liberal Arts Package"; Pennsylvania State University, "A Post-Graduate Survey of Liberal Arts Majors 1968, 1973 and 1978" by James M. Slick; The Associated Colleges of the Midwest, "Setting Out: Careers and Lives of the Class of 1980"; and the University of Wisconsin-Green Bay, "Where the Grads Are."

David G. Winter, David C. McClelland, and Abigail J. Stewart have developed new assessment techniques to measure the results of liberal education; they present their findings in *A New Case for the Liberal Arts* (San Francisco: Jossey-Bass, 1981). Another effort to measure general education outcomes is The College Outcome Measures Project (COMP) of the American College Testing Program. Paul Breen and Urban Whitaker have developed a list of 76 career-transferable liberal arts skills, included in *Learner's Guide* (San Francisco: The Learning Center, 1982.)

Corporate executives' opinions on the general skills needed to enter and advance in the business world are reported in Russell G. Warren, *New Links Between General Education and Business Careers* (Washington: Association of American Colleges, 1983). A joint study by Minnesota private colleges compared skills needed for entry-level jobs with abilities developed by liberal arts study. *The IMPULL Study* (St. Paul: College of St. Catherine, 1983) is available from Project IMPULL, Metro State University, 528 Hennepin Ave., Minneapolis 55403.

Discussions of the specific skills needed in careers include George O. Klemp, Jr., "Three Factors of Success" in Dyckman W. Vermilye, ed., *Relating Work and Education* (San Francisco: Jossey-Bass, 1977). Arthur W. Chickering uses Klemp's work to build his own model in "Integrating Liberal Education, Work, and Human Development," *AAHE Bulletin* (March 1981) and "Liberal Education and Work," *National Forum* (Spring 1982). Another perspective comes from Clarke A. Chambers, "Liberal Learning for Working Adults," in Thomas B. Jones, ed., *Liberal Learning and Business Careers* (St. Paul: Metro State University, 1982).

Several business leaders have analyzed the contributions of liberal learning to executive management. Judd H. Alexander, executive vice president of the James River Corporation, wrote a widely noticed piece in the *Wall Street Journal* (February 2, 1981), entitled "Education for Business: A Reassessment." A more recent speech is reprinted as "Liberal Education and Executive Leadership" (Washington: Association of American Colleges and Associated Colleges of the Midwest, 1983). Charles L. Brown of AT&T discussed "What Business Wants Colleges to Teach" in *AGB Reports* (September/October 1980); a similar note is struck in Roger B. Smith of General Motors, "Why Business Needs the Liberal Arts" (New York: Council for Financial Aid to Education, 1981). Two other executives give their views in Thomas R. Horton, "Liberal Learning as Preparation for Business Careers" and Ralph Z. Sorenson, "The Interdependence of the Professional and Humanist Worlds" in Katharine S. Guroff, ed., *Quality in Liberal Learning* (Washington: Association of American Colleges, 1981).

The 1983 annual meeting of the American Assembly of Collegiate Schools of Business used the theme, "Business and the Humanities: A New Partnership"; proceedings are available from AACSB, 605 Old Ballas Road, Suite 220, St. Louis, MO 63141. Another presentation of executive attitudes is Robert H. Hayes and William J. Abernathy, "Managing Our Way to Economic Decline," *Harvard Business Review* (July-August 1980). The application of one humanities discipline to the business world is described by George D. Smith and Laurence E. Steadman in "Present Value of Corporate History," *Harvard Business Review* (November-December 1981).

Examples of curriculum changes to bring the humanities and business closer together are presented in Mary Ann Rehnke, ed., *Liberal Education and Careers* (Washington: American Association for Higher Education, 1983) and Janis L. Moyer, *Liberal Learning and Careers Conference Report* (Washington: Association of American Colleges, 1983).

Optimistic supporters of cooperation between the humanities and business should heed the cautions of Lewis C. Solmon, "The Humanist as Business Executive: Wishful Thinking?" *Educational Record* (Winter 1983); Ronald Jager, "Career and Curriculum: A Philosophical Critique" in Richard S. Green III and Richard G. Salem, eds., *Liberal Learning and Careers* (San Francisco: Jossey-Bass, 1981); and Ernest A. Lynton, "Improving Cooperation Between Colleges and Corporations," *Educational Record* (Fall 1982).

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CONFERENCE PROGRAM

The Henry Chauncey Conference Center
The Educational Testing Service

Wednesday, April 27, 1983

4:00-6:00 p.m. Registration

6:00-7:00 p.m. Cocktails

7:00-8:00 p.m. Dinner

8:00-9:30 p.m. **Opening General Session**

Presiding: Mark H. Curtis, President, Association of American Colleges

Welcome: Richard H. Ekman, Director, Division of Education Programs, National Endowment for the Humanities

Keynote Address: "Humanities and the Development of Leadership Skills"

Speaker: Charles L. Brown, Chairman of the Board, American Telephone and Telegraph Company

Thursday, April 28

7:30-8:30 a.m. Buffet Breakfast

8:30-10:00 a.m. **Plenary Session I—Current Issues, Needs and Responsibilities**

Panelists: Barton W. Browning
Associate Professor of German
Pennsylvania State University

Douglas W. Pelino
Manager, Corporate Employment and College Relations
Xerox Corporation

Wayne Wallace
Director of Placement, College of Arts and Sciences
Indiana University

Moderator: Eve Katz
Program Director, Education
American Council of Life Insurance

10:00-10:30 a.m. Coffee Break

10:30-12:00 noon **Working Sessions I**

Group Q—Leader: Robert Skotheim
President, Whitman College

Group R—Leader: Ronald Calgaard
President, Trinity University

Group S—Leader: Stanley Burns
Vice President, Chase Manhattan Bank

Group T—Leader: Walter Leonard
President, Fisk University

12:00 noon Buffet Luncheon

12:45-1:30 p.m. **Perspectives from the National Endowment for the Humanities**

Speaker: William J. Bennett, Chairman, National Endowment for the Humanities

Introduction: Mark H. Curtis, President, Association of American Colleges

1:30-1:45 p.m. Short Break

1:45-3:00 p.m. **Plenary Session II—Change in Corporations and Colleges**

Panelists: Judd H. Alexander
Executive Vice President
James River Corporation

Shirley Strum Kenny
Provost for Arts and Humanities
University of Maryland, College Park

John Wallace
Assistant Vice President for Academic Affairs
University of Minnesota

Moderator: Ralph Z. Sorenson
President
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3:00-3:30 p.m. Coffee Break

3:30-5:00 p.m. **Working Sessions II**
(Same groups and locations as the morning sessions)

6:00-7:00 p.m. Cocktails

7:00-8:00 p.m. Dinner

8:00-9:00 p.m. **A Humanist's Perspective**

Speaker: Ernest May, Charles Warren Professor of History, Harvard University

Introduction: Richard H. Ekman, Director, Division of Education Programs, National Endowment for the Humanities

Friday, April 29

7:30-8:30 a.m. Buffet Breakfast

8:30-10:30 a.m. **Plenary Session III—Preliminary Recommendations for Action**

Presiding: Lyn Maxwell White, Program Officer, Division of Education Programs, National Endowment for the Humanities

Speaker: Clarence C. Walton, C. Lamont Post Distinguished Professor of Ethics and the Professions, The American College

10:30-11:00 a.m. Coffee Break

11:00-12:00 noon **Closing General Session**

Presiding: Francis L. Broderick, Commonwealth Professor, University of Massachusetts, Boston

Closing Address: "The Humanities and Business: The Need for Partnership and Commitment"

Speaker: James L. Ferguson, Chairman and Chief Executive Officer, General Foods Corporation

12:00 noon Buffet Luncheon

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There is a place—and a central place—for the humanities and the liberal arts graduate in business. That's the good news. The bad news is that the good news is not better known.

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There is "a central place"

for the humanities graduate in business. So concluded sixty top corporate and academic leaders at an April, 1983 conference in Princeton, New Jersey sponsored by the Association of American Colleges (AAC) and the National Endowment for the Humanities (NEH). The evidence for their view is impressive:

- **Chase Manhattan Bank** discovered in a recent study of commercial banking trainees that those with only bachelors' degrees developed stronger technical banking skills than those with advanced degrees. Approximately a third of those with bachelors' degrees majored in the humanities and over two thirds in the liberal arts.

- **American Telephone and Telegraph** found in a study of its managers that humanities and social science majors were promoted more rapidly than technical graduates. After 20 years, 43 percent of the liberally educated managers had achieved the fourth level of management—a sign of considerable success—compared with only 32 percent of the business majors and 23 percent of the engineers.

Other firms, too, report similar findings. Humanities graduates are succeeding in business not despite but because of their training.

How does the study of the humanities—fields like English, history, philosophy and foreign languages—build such a strong foundation for a career in business? It *develops strengths* that scientific or technical training alone seldom provides.

- Judgment
- An historical sense
- Knowledge of other languages and cultures
- Recognition of ethical issues
- Interpersonal abilities
- Communication skills
- Intellectual flexibility
- A capacity for interpretive and creative thinking.

In a complex, changing business environment, an investment in these qualities can offer important long-term returns. Students in the humanities are well advised to acquire basic business skills—in accounting and finance, for example. But as broadly educated graduates they are better prepared for a lifetime of work than are students who have narrowed their studies to secure a first job.

Many companies

are already taking action. They have found that attracting humanities graduates is in their own best interest. At Stanford, Dartmouth, Harvard and Michigan, the numbers of companies seeking interviews with liberal arts students are from three to six times greater than they were in the mid-1970s. **CIGNA, General Foods, Chemical Bank,** and many other major firms now hire liberal arts graduates in substantial numbers. Several corporations, including **Morgan Stanley, General Motors** and **American Can,** have established programs especially to recruit and train them.

But more progress

needs to be made. The worlds of business and the humanities have stood too long apart. Indeed, joining them in more productive relations is a national priority. The corporate and academic leaders at the AAC/NEH conference agreed on specific ways that both colleges and corporations can help.

For their part, universities should seek excellence in the humanities, taught without distortion and faddish relevance to business. They should at the same time offer encouragement and a range of programs and services providing strong support to students interested in business.

Here in more detail are key steps companies can take:

Hiring

Examine recruiting practices to ensure that support for the humanities is more than rhetoric from the executive suite.

Hire specialists when particular expertise is essential and consider generalists when it is not.

Training

Consider special management training programs for humanities and liberal arts graduates.

Professional Interchanges

Promote participation in executive-in-residence programs and on campus advisory boards.

Enlist faculty as corporate consultants and professors-in-residence.

Internships

Extend internships and work experiences to humanities students and faculty.

Career Advising

Share with students examples of those who have built successful business careers on a foundation in the humanities.

Employee Education

Provide current employees opportunities for study of the humanities.

Define continuing education and tuition reimbursement plans broadly enough to include courses in the humanities.

Financial Support

Support curriculum development, internships, professional exchanges, career exploration programs and other projects that connect humanities study with business careers.

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